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ABSTRACT

This document presents the purpose, scope, timeline, and steps involved in the academic program review process and the format of the Program Review Report at San Antonio College (Texas). Academic review examines the qualitative and quantitative elements of instructional programs. The review process assists in determining the continuing validity of various academic programs in relation to the educational mission of the college. All departments within the college must undergo program review every five years. Since the review of a program is designed to force its assessment from many perspectives, the process necessarily involves different levels. The key steps in the procedure are as follows: (1) Departmental Committee obtains appendices from Institutional Research and Effectiveness; (2) Department Chair adds the summary to the report; (3) Divisional Dean, Executive Vice President, and College Program Review Committee review report and add assessment form; (4) College Program Review Committee conducts a hearing with the Departmental Committee; and (5) Executive Vice President reviews report, adds final assessment form, and submits the results to the President. The Program Review Report consists of the report proper and the supporting documentation. The report proper must summarize the outstanding accomplishments and important data supplied in the Appendices, identify strengths and problems, and suggest possible remedies. Ten appendices include labor market information and the assessment and recommendation form. (JA)

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SAN ANTONIO COLLEGE

ACADEMIC PROGRAM REVIEW

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A College of the Alamo Community College District

Revised, 1998

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1. INTRODUCTION

In order to ensure effective and efficient delivery of the instructional services provided at San Antonio College, it is imperative that a system of continuous review and refinement of its academic programs be implemented. As an integral part of the college's overall planning and resource allocation process, Program Review brings into focus those instructional programs that provide high levels of service, are cost effective, and provide the community with a wide range of educational opportunities. As such, it is important that qualitative and quantitative elements of these instructional programs be examined.

The foundation of the review process is the assessment and refinement of instructional services that have value to the students. The Program Review process assists in determining the continuing validity of various academic programs in relation to the educational mission of the college and is directly linked to the Mission Statement of San Antonio College:

Mission Statement

San Antonio College -- Responsive Education

Through Excellence, Accessibility, and Diversity.

San Antonio College is a public community College which provides for and supports the educational and lifelong learning needs of a multicultural community. As a leader in education, San Antonio College is committed to excellence in helping students reach their full potential by developing their academic competencies, critical thinking skills, communication proficiency, civic responsibility, and global awareness.

1.4 KEY DEFINITIONS

The following key definitions apply in the program review process.

a. COURSE refers to a unit of study which covers a set of learning objectives related to specified changes in behavior or learning outcomes.

b. PROGRAM refers to any recognized area of instruction or sequence of courses.

c. DEPARTMENT (or instructional unit) refers to an entity offering one or more courses or programs which lead to a specified educational outcome. Successful completion of a prescribed sequence of courses leads to a degree or certificate.

d. PROGRAM REVIEW refers to a planned, coordinated analysis of instructional programs for the purposes of curriculum review, improved academic standards, identification of resource needs, and assistance in faculty and staff development.

1.2 THE PURPOSES OF PROGRAM REVIEW

A careful and detailed program review should provide instructional departments with the following benefits:

a. Provide opportunity for the self-evaluation of the program by the faculty.

b. Identify program needs and the basis for determining those needs.

c. Establish a procedure for the systematic improvement of programs.

d. Assist in curriculum and staff development.

e. Ensure quality programs.

f. Suggest means of appropriately allocating the resources of the institution.

1.3 THE SCOPE OF THE PROGRAM REVIEW PROCESS

The scope of the program review process in the instructional areas is inclusive of the following programs:

a. Technical programs of up to two years in length leading to a certificate or associate's degree.

b. Freshman and sophomore courses in the arts and sciences.

c. Continuing education programs for occupational entry or upgrading.

d. Administrative support services, both academic and non-academic.

1.4 SCHEDULED FIVE-YEAR PROGRAM REVIEW CYCLE

All departments within the college must undergo program review every five years. This schedule will be followed in reviewing the departments:

1997-98

1. Journalism/Photography
2. Nursing
3. Physics, Engineering, and Architecture
4. Chemistry, Earth Sciences, and Astronomy
5. Learning Resource Center
6. Radio -Television - Film

1998-99

1. English
2. Engineering Technologies
3. Reading and Education
4. Continuing Education
5. Protective Services
6. Interpreter Training Program
7. Nursing- From 1997-1998

1999-2000

1. Visual Arts and Technology
2. Sociology
3. Economics
4. Business Administration
5. Mathematics and Computer Science
6. Kinesiology, Physical Education, and Health Education

2000-01

1. Foreign Languages
2. Allied Health Technologies
3. Music and Humanities
4. History
5. Management
6. Child Development
7. Special Projects

2001-02

1. Psychology
2. Theatre and Communication
3. Computer Information Systems Technologies
4. Philosophy
5. Biological Sciences
6. Government

1.5 BASIC ASSUMPTIONS

a. The key or core elements to be evaluated are pre-specified and are to be used consistently for all programs/departments being reviewed.

b. The Departmental Program Review Committee may negotiate with the appropriate Dean for approval of additional elements.

c. No single element in the review process shall be used to make a decision concerning the department.

d. Data will be collected from multiple sources for the departmental program review.

e. The findings of the program review report, as well as pre-approved additional elements, will serve as the basis for the College Program Review Committee's recommendation on status.

f. The Chair of the department being reviewed shall be present at the open hearing conducted by the College Program Review Committee.

g. The decision of the College Program Review Committee may be appealed.

1.6 ANNUAL PROGRAM REVIEW TIME LINE

The following time line identifies the dates when various stages of the program review process should be completed. In the event that one of these dates falls on a weekend, the completion deadline will be the first working day following the set date.

DEADLINE DATE		ACTION
September 15	1.	The Divisional Dean will notify the departments that are scheduled for Review. The College Program Review Committee will forward one Hard Copy and one Disk Copy of the Program Review Document to the departments undergoing review.
October 1	2.	The Department Chair will establish the Departmental Program Review Committee and initiate a request for the computer-generated data necessary to respond to the core elements.
October 15	3.	The Executive Vice President, Dean and Departmental Committee negotiate approval of any additional criteria.

October	22	4.	Departmental Committee may request any additional data through the Dean.
February	- 1	5.	The Departmental Committee submits its completed report to the Department Chair.
February	7	6.	The Department Chair reviews the report, attaches a summary, and forwards one copy of the entire report and supporting documentation to the Dean, one copy to the Executive Vice President and three copies to the Chairperson of the College Program Review Committee.
February	14	7.	The Dean reviews the report, attaches an assessment form, and forwards the feedback form to the Executive Vice President, College Program Review Committee, and the Departmental Committee.
February	21	8.	The Executive Vice President reviews the report, attaches an assessment form, and forwards the feedback form to the College Program Review Committee and the Departmental Committee.
April	21	9.	The College Program Review Committee reviews the report and attaches its assessment form, providing feedback to the Departmental Committee. The College Program Review Committee then conducts an open hearing, and revises the assessment form (as needed). All documentation will then be forwarded to the Executive Vice President.
May	7	10.	The Executive Vice President reviews the report, completes the final assessment form, provides recommendations and feedback to the lower levels, confers with the Chairs of all programs assigned a probationary or conditional status, and communicates the results of the Program Review to the President.
May	31	11.	The Department Chair will submit an implementation plan to the Dean. The Dean will monitor implementation of the recommendations and report accomplishment annually to the College Program Review Committee.

2. THE PROGRAM REVIEW PROCESS

2.1 AN OVERVIEW

Since the review of a program is designed to force its assessment and evaluation from many perspectives, the process necessarily involves different levels. The following overview presents the key steps in the procedure.

Level One	DEPARTMENTAL COMMITTEE	Prepares and obtains appendices from Institutional Research & Effectiveness
Level Two	DEPARTMENT CHAIR	Prepares and adds the summary to the report
Level Three	DIVISIONAL DEAN	Reviews report and adds assessment form
Level Four	EXECUTIVE VICE PRESIDENT	Reviews report and adds assessment form
Level Five	COLLEGE PROGRAM REVIEW COMMITTEE	Reviews report and adds assessment form
Level Six	COLLEGE PROGRAM REVIEW COMMITTEE	Conducts a hearing with the Departmental Committee
Level Seven	EXECUTIVE VICE PRESIDENT	Reviews report, adds final assessment form, and submits the results to the President

2.2 THE DEPARTMENTAL COMMITTEE

As the first level, the Departmental Program Review Committee provides an opportunity for the faculty to engage in the self-evaluation of their own program. They can, accordingly, identify its strengths and weaknesses, and suggest pragmatic solutions to any specific problems.

The Department Chair will establish the Departmental Program Review Committee by selecting members from the department under review to serve on the Committee. Normally the Committee shall consist of five members, excluding the Department Chair. In cases where there are fewer than five faculty members in a department, appointees may be from similar disciplines. In cases of extremely large departments, the Department Chair may increase the size of the Departmental Committee. The Department Chair shall serve as an "ex officio" member of the Committee.

The functions of the Departmental Committee are:

a. To gather and analyze data relative to the core elements.

b. To identify problems relative to the core elements and suggest solutions for the problems.

c. To prepare five copies of the Department Program Review Report, including supporting documentation, to be delivered to the Department Chair.

2.3 THE ROLE OF THE DEPARTMENT CHAIR

While serving as a working "ex officio" member of the Departmental Committee, the chair's primary functions in the program review process include:

a. Acting as a resource person for the Departmental Committee.

b. Reviewing the Program Review Report.

c. Writing a one page summary for the report.

d. Forwarding one copy of the entire report to the divisional Dean, three copies to the College Program Review Committee, and one copy to the Executive Vice President.

e. Acting as the official departmental representative before the College Program Review Committee when it convenes in a hearing.

2.4 THE ROLE OF THE DIVISIONAL DEAN

The Dean reviews a program from the overall perspective of the particular division. The Dean's specific duties include:

a. Notifying the departments that are scheduled for review.

b. Reviewing the report and all supporting documentation.

c. Verifying the cost-surplus formulas.

d. Preparing an assessment form and attaching it to the report.

e. Sending a copy of the assessment form back to the department.

f. Forwarding a copy of the assessment form to the College Program Review Committee and the Executive Vice President.

2.5 THE ROLE OF THE EXECUTIVE VICE PRESIDENT

The Executive Vice President reviews a program from the perspective of the chief operating officer of the college. The Executive Vice President's specific duties include:

a. Reviewing the entire report, with all supporting documentation and the Dean's assessment.

b. Preparing an assessment form and attaching it to the report.

c. Forwarding the assessment form to the College Program Review Committee and to the Departmental Committee.

d. Reviewing the final document including the final College Program Review Committee report.

e. Conferring with the Department Chair of any program assigned a "Probationary Status", and providing the latter an opportunity to concur, or not, with the final recommended status of the program.

f. Permitting the Department Chair, if they do not concur, to write a Rejoinder.

g. Forwarding the results of the review process to the College President.

h. Notifying/Scheduling open hearing with Deans, Departments, and College Program Review Committee.

2.6 THE ROLE OF THE COLLEGE PROGRAM REVIEW COMMITTEE

The functions of the College Program Review Committee are:

a. To facilitate and monitor the various program review activities.

b. To serve as a resource for the various departmental committees.

c. To ascertain compliance with guidelines and format prior to receiving the finished report. The College Program Review Committee has the authority

d. To review the program review report and all supporting documentation and be certain that assessment forms of all prior levels are attached. The program review process cannot continue without all assessment and recommendation forms.

e. To conduct an open hearing and arbitrate among possibly conflicting assessments of the Dean, the College Program Review Committee, and the Executive Vice President before reaching a final recommendation on a program's status.

f. To forward final recommendations to the Executive Vice President and provide feedback to the Deans and departments.

g. To provide a continuous evaluation of the Program Review process and documentation with the objective of updating and refining it as necessary.

2.7 THE COMPOSITION OF THE COLLEGE PROGRAM REVIEW COMMITTEE

The College Program Review Committee shall consist of five members who serve staggered terms. Its membership will be derived as follows:

1. The faculty Senate shall appoint two faculty members. One each will be selected from the Arts and Sciences and the Occupational Technical Education divisions.

2. Each divisional Dean shall appoint one member from their area.

3. The Executive Vice President shall appoint one member from Student Support Services to the Committee.

In the eventuality that a member of the Committee is also a member of the department or program undergoing review, such a Committee member should refrain from voting on the status of said program but may engage freely in all discussions.

2.8 THE ASSESSMENT FORMS

Levels three through seven in the review process each complete and attach an Assessment and Recommendation Form (see Appendix 4.9) to the report as it proceeds up the line. These forms are in two parts. The first part, the assessment, includes space for identifying the strengths and weaknesses of the program, suggested remedies and other comments.

The second part, the recommendation concerning status, is a series of check-off blocks. Each program undergoing review will be awarded one of three possible recommendations as to its status. A program may be granted satisfactory, conditional or probationary status. The various types of recommended status are explained in the next section.

The Final Assessment and Recommendation Form (see Appendix 4.10) of the College Executive Vice President differs from the others in that it contains check-off blocks so that the Department Chair of a program may concur, or not, with the final recommendation regarding the status of a program. If the chair does not concur, then he/she may write a Rejoinder (similar to the instrument used in personnel performance evaluations).

2.9 RECOMMENDATIONS ON PROGRAM STATUS

Each program undergoing review will be assigned one of following possible recommendations as to its status:

SATISFACTORY STATUS means there are no serious deficiencies in the program relative to the core elements.

CONDITIONAL STATUS will be assigned when a program is assessed as having one serious deficiency relative to the core elements.

PROBATIONARY STATUS will be assigned when a program is assessed as having two or more serious deficiencies relative to the core elements.

All programs assigned Probationary status will be reviewed every other year, but not more than three times. If substantial improvement is not noted in its third program review, a program on Probationary status may be recommended for termination at the end of that current year. All programs which have been in operation for less than three years will be assigned Probationary status.

2.10 THE ROLE OF THE COLLEGE PRESIDENT

The President reviews a program from the perspective of the chief executive officer of the college. The President's specific responsibilities include:

a. Reviewing the final Program Review document.

b. Consulting with the Executive Vice President regarding the recommendations of the College Program Review Committee.

c. Providing feedback to the College Program Review Committee, Executive Vice President, Deans, and Department Chairs as needed.

3. THE DEPARTMENTAL REPORT

3.1 NATURE AND FORMAT OF THE REPORT

The Program Review Report actually consists of two parts: the report proper and the supporting documentation (Appendices). The supporting documentation may include tables, charts, graphs, summaries, and completed forms containing comprehensive data responding to the core elements described below (see Section 3.22). There is no limit on this section other than that determined by relevance to the core elements.

The report proper must summarize the outstanding accomplishments/ characteristics, provide important data supplied in the Appendices, identify strengths and problems, and suggest possible remedies from the perspective of the program's faculty. This part of the report is limited to 10 pages and must conform to the following format:

Cover Page	(Page 1)
Table of Contents	(Page 2)
Major Report Sections	
A. Summary	(Page 3)
B. Background Information	(Page 4 -10)
C. Program Description	
D. Results	
Appendices (documentation)	

The SUMMARY, limited to one page, is an abstract of the report. Highlights of the department's program review process, such as major findings and recommendations, should be presented in a succinct manner. The Department Chair shall write the summary.

The BACKGROUND INFORMATION section should discuss the origin and historical development, characteristics of the program, faculty and student involvement, and especially the goals and objectives of the program. This section is limited to one page.

The PROGRAM DESCRIPTION section should discuss in summarized form the data collected and identified as relevant to the prescribed core elements. The departmental report should address curriculum review, distance learning, any non-traditional course offerings, and the planned use of technology. This section is limited to four pages.

The RESULTS section should present findings in relation to the objectives of the program and core elements. Suggestions and recommendations by the faculty should be summarized and substantiated.

This section is limited to two pages. The final report should be typed in narrative form and placed in three-ring binders. Eight copies of the report should be prepared and submitted as noted in Section 1.6 of this document.

3.2 CONTENT OF THE REPORT

The focal points of the report are the statement of the program's goals and objectives, and the analysis of the core elements relative to the program's objectives.

3.21 DEPARTMENTAL OBJECTIVES

The goals and objectives of each department for inclusion in the background information, will be presented to the Departmental Committee by the Department Chair. They should be developed in collaboration with the educational mission and goals of the college. Care should be exercised in presenting the objectives of the program, since each program is reviewed in relation to its objectives to the prescribed core elements.

3.22 CORE ELEMENTS

The core elements are the focal issues of the review process and should be studied both individually and in relation to the goals and objectives of the program. Checklists and data forms for the prescribed core elements are provided in the Appendices. Institutional Research and Effectiveness will serve as the central point of contact for all data required for Program Review. The prescribed core elements are listed and described below.

3.221 PRODUCTIVITY

Productivity factors relate to the effective utilization of the faculty and include:

(1) Teaching loads (provided by Department).
(2) Program income-surplus ratios (provided by Institutional Research and Effectiveness).
(3) Student-teacher ratios (provided by Department).

3.222 NEED

Need for the course offerings of a program serve as an important factor in reviewing a program. Factors to be considered include enrollment trends and other data the department deems appropriate.

3.223 CURRICULUM QUALITY

Curriculum quality factors to be reviewed must include:
(1) Departmental curriculum review process.
(2) A review of individual course syllabi by Department (see Appendix 4.5).
(3) Accreditation standards.
(4) Coordinating Board approval (status).

3.3 SUPPORTING DOCUMENTATION

The Appendices contain numerous checklists and forms for the supporting documentation of the program review process. Although Appendices 4.2 and 4.3 are to be provided by Institutional Research and Effectiveness, Appendices 4.1, 4.5 and 4.8 should be provided by the department. Appendices 4.4, 4.6 and 4.7 are to be provided at department option.

Programs/departments are invited to include any additional information or data which they feel is relevant. All such data should be presented in a succinct and graphic manner. If there are any questions concerning the relevancy of additional info~nation, or the manner in which information can be best presented, contact the divisional Dean or the Chair of the College Program Review Committee.

APPENDICES

APPENDIX 4.1 DEPARTMENTAL REPORT COVER PAGE

PROGRAM REVIEW COMMITTEE REPORT

for

Name_____
Department

submitted by

Department Program Review Committee

_____ _____
(member's name) (member's name)

_____ _____
(member's name) (member's name)

_____
(committee chair)

to

_____

Dean, (divisional)

_____

Executive Vice President

_____

Chair, College Program Review Committee

_____ _____

(starting date) (completion date)

APPENDIX 4.2 DETAILED COST/SURPLUS RATIO FOR PAST YEAR

I. NECESSARY DATA

A. Headcount as of PRD (include mini-mester)

Last Fall _____
Last Spring _____
Last Summer _____
TOTAL _____

B. Semester Hours taught

Last Fall _____
Last Spring _____
Last Summer _____
TOTAL _____

C. Contact Hours taught

Last Fall _____
Last Spring _____
Last Summer _____
TOTAL _____

D. Actual Contact Hour Reimbursement Rate for the past year

$_____ per hour

II. REVENUE GENERATION

A. Contact Hour Revenue

Contact Hours taught
(enter from C above) _____

Reimbursement Rate X $ _____
(enter from D above)
Contact Hour revenue = $ _____

B. Revenue from tuition

Semester hours taught (From I. B above) _____

Divided by Hours per FTE student --12

FTE students = _____

Current tuition rate for 12 semester hours X $ _____

Tuition revenue = $ _____

C. Revenue from fees (if applicable) $ _____

D. Other revenue (such as external grants) $ _____

E. Total Revenue Generated (total of A-E)

Contact hour revenue $ _____

Tuition revenue $ _____

Fee revenue $ _____

Other revenue $ _____

TOTAL REVENUE $ _____

III. PROGRAM COST/REVENUE RATIO

1. Enter Total Revenue $ _____

2. Program Cost
Enter total budget expenditures for the year $ _____

3. Difference
Subtract line 2 from line 1. Show surplus as a +, deficit as a -. $ _____

INSTITUTIONAL RESEARCH AND EFFECTIVENESS TO PROVIDE THIS APPENDIX TO DEPARTMENT

APPENDIX 4.3 COST/SURPLUS RATIOS FOR PAST FIVE YEARS

Appendix 4.2 Detailed Cost / Surplus Ratio forms should be completed, but not included, for each of the prior four years. This Appendix should include only the summary data compiled for the past five years.

INSTITUTIONAL RESEARCH AND EFFECTIVENESS TO PROVIDE THIS APPENDIX TO DEPARTMENT

APPENDIX 4.4 NEED/DEMAND CHECKLIST

1. Do available data such as surveys and employment trends depict a continued need/demand for this/these programs? YES { } NO { }

   OTHER { } Explain:_____

2. Do enrollment trends show continuing need/demand for this/these programs? YES { } NO { }

   OTHER { } Explain:_____

3. Do senior educational institutions accept courses and students from this/these programs? YES { } NO { }

   OTHER { } Explain:_____

4. Is/are the program(s) adequately meeting the local community needs for training in the areas concerned? YES { } NO { }

   OTHER { } Explain:_____

5. Are the courses offered by this department/program duplicated:

   A. Within the College
   YES { } NO { } OTHER { }
   B. Within the District
   YES { } NO { } OTHER { }

   Explain: _____

TO BE PROVIDED AT DEPARTMENT OPTION

APPENDIX 4.5 CURRICULUM QUALITY

1. The program has specialized accreditation by:

_____ _____(specify agency).

2. A syllabus is available for all courses taught in the program:
Yes_____ No_____

If Yes, does each syllabus contain:

A. Learning Objectives	Yes_____ No_____
B. Course Content	Yes_____ No_____
C. Student Evaluation Methods	Yes_____ No_____

If No, syllabi are missing for the following course numbers

_____

3. Part-time faculty are given a copy of the departmental syllabus for each course which they teach.
Yes_____ No_____

4. Is there a degree or certificate plan for your program?
Yes_____ No_____

If Yes, list the title of the degree or certificate:_____

_____

1. List how graduates of your program satisfy the Exit Competencies of the college for each certificate or degree awarded.

2. Briefly describe the process by which curriculum revisions are made in your department/program.

TO BE PROVIDED BY DEPARTMENT

APPENDIX 4.6 LABOR MARKET INFORMATION
(Occupational and Technical Program)

An analysis of the labor market for your discipline. To complete this analysis, the following questions should be answered:

a. What jobs are available to graduates/completers of your programs?

b. How many jobs are available in San Antonio, Bexar County, and the Service Delivery Area?

c. At what salary are graduates/completers of our programs hired?

d. Demand statistics on jobs.

e. List other programs and respective post secondary institutions.

TO BE PROVIDED AT DEPARTMENT OPTION

APPENDIX 4.7 EMPLOYER FOLLOW-UP SUPPORTING DOCUMENTATION
(Occupational and Technical Programs)

OCCUPATIONAL TECHNICAL EDUCATION
SAN ANTONIO COLLEGE
ADDENDUM TO PROGRAM REVIEW

The following form is to be completed by all occupational/technical programs completing a program review.

Section I. Labor Market Analysis

Identify the Occupational Employment Statistic (OES) code(s) appropriate for your departments.

For each OES code identified provide the number of openings for the current year and the next three years.

Please note: This information is available in the Deans's Office using the San Antonio Labor Market Information System.

Section II. Graduates and Completers

The following information should be completed for each degree or degree option within your department.

Degree or Degree Option:

Year	Classification Graduate or Completers	Percent Employed in Field	Percent Employed	Percent Average Employed in a Related Field or Seeking Higher Education

TO BE PROVIDED AT DEPARTMENT OPTION

Appendix 4.8 Unit Plans

Please include current Unit Plan plus previous four unit plans if available:
It is understood that the format has varied over the years. Please provide what you have used in your programs.

TO BE PROVIDED BY DEPARTMENT

APPENDIX 4.9 ASSESSMENT AND RECOMMENDATION FORM

The Deans, Executive Vice President, and the College Program Review Committee will each complete and attach the following assessment and recommendation form.

PROGRAM _____

1. STRENGTHS OF PROGRAM:

2. LIMITATIONS OF PROGRAM:

3. SUGGESTED REMEDIES:

4. OTHER COMMENTS:

5. RECOMMENDED STATUS OF PROGRAM:

[ ] Approved [ ] Conditional [ ] Probationary

_____ _____

Name Date

_____

Title

APPENDIX 4.10 FINAL ASSESSMENT AND RECOMMENDATION FORM

The Executive Vice President will complete and attach the following assessment and recommendation form after reviewing the College Program Review Committee's recommendation.

1. Strengths of Program:

2. Limitations of Program:

3. Suggested Remedies:

4. Other comments:

5. Recommended Status of Program:

[ ] Approved [ ] Conditional [ ] Probationary

_____ _____
Executive Vice President Date

Comments by Department Chairperson

[ ] I concur [ ] I concur with reservation [ ] I do not concur

_____ _____
Chairperson Date